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ABSTRACT

To create a detailed functional description of the role of learning coordinator (LC), a position that is connected with Experience-Based Career Education (EBCE), a study was conducted that would provide an empirical basis upon which to plan and design training programs for the LC role as well as to assist in developing guidelines for selecting prospective staff members to serve in the role. The primary method consisted of collecting and analyzing information obtained directly from EBCE staff practitioners (95 at 22 different sites). Information was collected using a survey questionnaire, an activity rating scale, and interviews. Quantitative and qualitative data were analyzed and described. Seven factors or core functions of the LC role were analyzed: Learning process management, community resources coordination, individual guidance and counseling, conducting group sessions, teaching, student assessment, and administrative trouble-shooting. From descriptions and perceptions of LCs who were interviewed, conclusions were made about the focus, approach, and content of the training. Conclusions were drawn with regard to the nature of the task, the nature of the LC's work with students, characteristics and skills needed, relevant work experiences, relevant education and training, and attitudes concerning the role. Suggestions for training and selecting LCs are listed. The questionnaire and interview guide are appended. (TA)

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THE LEARNING COORDINATOR:

A STUDY OF THE ROLE

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INTRODUCTION

The major purpose of this study was to provide a detailed functional description of the role of Learning Coordinator, a position that has achieved new prominence with the advent of Experience-Based Career Education (EBCE). While many features of the role are present in a number of staff positions in other educational programs, the role as described by the four EBCE developers* and performed in various EBCE programs around the country has evolved into a unique position for which programs of professional preparation are either non-existent or are difficult to identify. Thus, the results of this study provide an empirical basis upon which to plan and design training programs for the Learning Coordinator role as well as to assist in developing guidelines for selecting prospective staff members to serve in the role.

The Learning Coordinator role has emerged as a key position in the education of secondary youth as a result of a five-year research and development enterprise described by NIE as follows:**

> For the past few years, the National Institute of Education (NIE) has been working with four educational laboratories and communities across the country to test out a new approach to secondary education. This approach is called Experience-Based Career Education (EBCE)....
>
> EBCE combines learning activities in and outside the school into a balanced, comprehensive, and individualized program for students. It aims to bring learning, living, and working much closer together....

---

*Under the sponsorship of the National Institute of Education (NIE), four models of EBCE were designed and developed by four educational laboratories: Appalachia Educational Laboratory (AEL), Far West Laboratory for Educational Research and Development (FWL), Northwest Regional Educational Laboratory (NWL), and Research for Better Schools (R3S).

**The Community is the Teacher, Education and Work, National Institute of Education, Washington, D.C. 1976.

Common characteristics of EBCE programs are:

- an organizational structure involving people and facilities in the community as a principal resource for student learning and program development;
- a method for identifying and analyzing learning activities available for students in the community;
- procedures to assess and update student interests and abilities as a guide for individualized program planning;
- combination of the roles of teacher and counselor, including some sharing of these roles with community participants;
- program activities to provide students with opportunities to explore a variety of career areas aimed at clarifying student interests, values, and abilities as a basis for realistic and satisfying career choice; and
- guidance and instructional activities to help students acquire competencies in dealing with problems and decisions of adult life.

The four EBCE programs also have important distinctions, particularly with respect to how program activities are provided, the roles of community participants in program development and policy-making, and strategies for introducing and extending the program in local school systems. Each project has developed a distinctive, demonstrated EBCE model. The four programs provide interested school districts with significant alternatives for adapting EBCE to local needs....

EBCE has incorporated features of a number of learning methods already successfully in use: action learning, apprenticeship, competency-based instruction, cooperative education, schools-without-walls, and work-study programs. What distinguishes EBCE from these other programs is the way it combines academic, personal, and vocational development into a balanced, comprehensive, and individualized education for students. Its career emphasis differs from existing vocational programs in a number of ways:

- EBCE emphasizes career exploration, with site and job rotation, in place of single work experiences;
- EBCE emphasizes the development of general rather than job specific career skills;
- EBCE is aimed at all students;
- EBCE learning activities in the community combine vocational learning with academic and personal learning objectives;

- EBCE allows students a major role in planning their learning programs; and

- EBCE community participants and students are unpaid....

> Although the four laboratories applied different strategies in the development of their own versions of EBCE, each of the four programs achieves three common and essential goals. First, each program is student-centered and provides personalized learning experiences to all students. Second, the focus of student learning activities is in the community at cooperating experience sites. Finally, each of the four EBCE programs has developed procedures and materials for integrating academic learning with career experiences....

The above description of EBCE, while accurate, does not portray the extent of the variation between models. Some of the differences have been noted by the Huron Institute in its NIE-sponsored study of EBCE program implementation.* Variations from model to model will become apparent later in the report.

EBCE STAFFS

In order to investigate the nature of the Learning Coordinator role, it is first necessary to consider EBCE staff positions generally because of substantial intermingling of staff functions in practice within models and overlap of functions between models.

In the attempt to deal with the need for information about the four models, their characteristics, similarities, and differences, a committee was formed, made up of "Brokers" from each of the four laboratories, to undertake the task of describing and communicating the essentials of the four models. Their summary description** of the staff composition for each of the four models is reproduced in Appendix B. The description indicates that staff designations and roles vary widely across models, even though in other ways the models have

---

*Studying the Implementation of EBCE. The Huron Institute, November 1, 1976.

**A comparison of four experience-based career education programs. Education and Work Program, National Institute of Education, U.S. Department of Health, Education, and Welfare, 1976.

much similarity. One job title, Learning Coordinator, for the AEL model accommodates all EBCE staff functions, with the proviso that a school counselor be accessible to handle special counseling needs and/or group counseling sessions. In contrast, four or five different job titles are designated for the other three models to handle the various functions. With the Far West Laboratory model, four titles are named: Learning Coordinator, Resource Analyst, Director, and Skills Specialist. With the Northwest Regional Laboratory model, the titles are: Program Administrator, Learning Manager, Employer Relations Specialist, and Student Coordinator. Research for Better Schools designates four titles for its model: Program Administrator, Academic Resource Center Teachers, Academic Resource Center Aides, and Counselors/Resource Coordinators. The point is made explicit for the NWL and FWL models that, in the districts, functions are combined in various ways under different titles, and one might expect some such planned accommodation to local situations with the other two models as well.

Thus, while the title of this report implies that in education there is a defined role that goes by the title "Learning Coordinator," several considerations should temper this implication.

1. As just noted, "Learning Coordinator" is not the only title used for those who carry out the role we have in mind.

2. The assumption in doing this study was that the four EBCE models have this role in common in terms of identifiable staff functions. In fact, the nature and extent of the staff-role commonality across the models was undetermined as this study was begun.

3. There may be as much role variability between the sites implementing one of the models as between the models themselves.

With such considerations in mind, then, it was decided for the purpose of conducting this study to adopt as a working definition of *Learning Coordinators** those members of an EBCE staff (for any model) who work closely and regularly with students in a facilitative role throughout the whole learning process.

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*For the purposes of this study, the term "Learning Coordinator" appears in italics when it is used as the generic role descriptor to avoid ambiguity, since the term is an actual job title in two of the four EBCE versions.

METHOD

The methodology was determined by the purposes stated above (to functionally define the role, and provide bases for selection guidelines and the design of training programs) and by the contextual situation in which the study was conducted. The written materials describing EBCE staffs in the different models present a variety of functions and tasks incorporated in different combinations in different jobs. The challenge was to attempt to evolve a functional description of roles that looked across models and sites in spite of their variability. It was evident that many of the same activities could be identified across models, but a common activity was not likely to be handled by persons having the same job titles or positions. Therefore, the approach taken was to obtain information from as many of the professional staff at the sites as could be reached, regardless of job title.

The primary method for the study consisted of collecting and analyzing information obtained directly from EBCE staff practitioners. Information was collected by means of a survey questionnaire, an activity rating scale, and interviews. Quantitative and qualitative data were analyzed as described in later sections.

PROCEDURE

Work proceeded on the *Learning Coordinator* Study when Amendment 7 of NIE Contract NE-C-00-4-0009 was signed April 5, 1976. During the months of April and May a series of activities was carried out to begin the functional analysis of the Learning Coordinator job, defining what Learning Coordinators do, how they spend their time, how they estimate their skills, experience, education, and how they view their role. During the course of the study the following activities were conducted:

1. Reviews were made of available documents from the four EBCE models describing the staff roles.

2. Rationale and planning for the study were discussed with the NIE project officer, and with the four laboratory EBCE project directors and members of their staffs.

3. Based on the review of the laboratory documents, a survey instrument was prepared to obtain a first-level description of the tasks and activities in which the EBCE site personnel engage. A rating scale was included consisting of a set of activity statements that could be used in deriving differential descriptions of the Learning Coordinator role across sites. The survey also included questions concerning previous experience, previous education, job titles, and a summer telephone number for use with a projected follow-up interview that was planned to obtain information at a deeper and more detailed level than was feasible with the survey. Included in Appendix B is a copy of the survey questions and the rating scale.

   The interview topics dealt with work load, problems encountered with students, skills necessary for the job, desirable prior experience and training, and motivation, rewards, and perceptions of the role. A list of questions used in the interviews appears in Appendix C.

4. Copies of the survey were sent to the NIE project officer and to the laboratory EBCE directors to obtain their approval of the instrument and the procedures for collecting the data. Approval was obtained from three of the four laboratories for immediate distribution of the instrument with the promise from the fourth laboratory that approval for use would come later when end-of-year demands on the program personnel at the site had abated. See Table 1 for information on the sample.

5. Laboratory Directors were asked for a count of professional staff members at each site. The number totalled 95 for the 22 sites in the study. Packets of questionnaires were sent to directors at the school sites with the request that they pass out questionnaires to the professional staff, "especially to those staff members who interact on a regular basis with the students to facilitate their learning." It is likely that some staff members did not fit that description and were excluded by the site directors, though the number of such exclusions is unknown. Thus, the actual target population at the 22 sites is probably less than 95 and the figure of 62% return (59 returns of the 95 count) is probably an underestimate. Original letters requesting completion of questionnaire items and rating scales had been sent to the sites affiliated with three laboratories the first week in June 1976, and the fourth laboratory, in mid-July. Follow-up letters requesting completion of surveys from non-respondents were sent in July and August. Because of the delays, letters to RBS sites were sent directly to the staff members rather than through their administrators. Respondents mailed completed forms directly to Far West Laboratory.

TABLE 1

RESPONDENT SAMPLE OF FOUR MODELS FROM 22 SITES

Model	Sites	# Designated Forms	Forms Received		Forms in Analysis	
			Number	%	Number	%
AEL	7	24	16	.67	16	.67
FWL	6	25	19	.76	19	.76'
NWL	5	21	14	.67	12	.57
RBS	4	28	13	.46	12	.43
TOTAL	22	95	62	.65	59	.62

6. Interviews were conducted by telephone with a subsample of 23 survey respondents. For each of the four models, at least five affiliated respondents were interviewed. Those in the interview sample were selected, in general, on the basis of having positions that seemed to most resemble a generalized "LC" position.

DATA ANALYSIS SEQUENCE

The functional analyses of the data were carried out in the following sequence (see Figure 1):

1. Job titles given by respondents were identified with the affiliated models (a) in Figure 1, then were reformulated into broad "position" categories (b). Positions were then identified with models (c).

2. Responses to the survey questions were obtained for each of the positions (d).

3. Independently, role functions were derived by factor analysis from responses to the 25 activity rating scales (e). Factor scores were computed for use in relating the derived functions to other variables.

4. These derived functions were then used as a basis of comparison between models (f), and then between positions (h). Also, using these functions, between-model differences were compared with between-site differences (g).

5. Finally, a qualitative analysis was done of the responses of the interview subsample (i).

The data analysis was done with responses from 59 staff members, 16 affiliated with the AEL model, 19 with the FWL model, 12 with the NWL model, and 12 with the RBS model. The 22 programs sampled were operating in 15 states. Of the 22 sites represented in the sample, seven were affiliated with AEL, six with FWL, five with NWL, and four with RBS. Three incomplete forms were not included in the analysis (see Table 1).

The difficulties of defining the *Learning Coordinator* role across EBCE models were suggested above. Similarly, reservations associated with characteristics of the sample should temper interpretation of findings from this study:

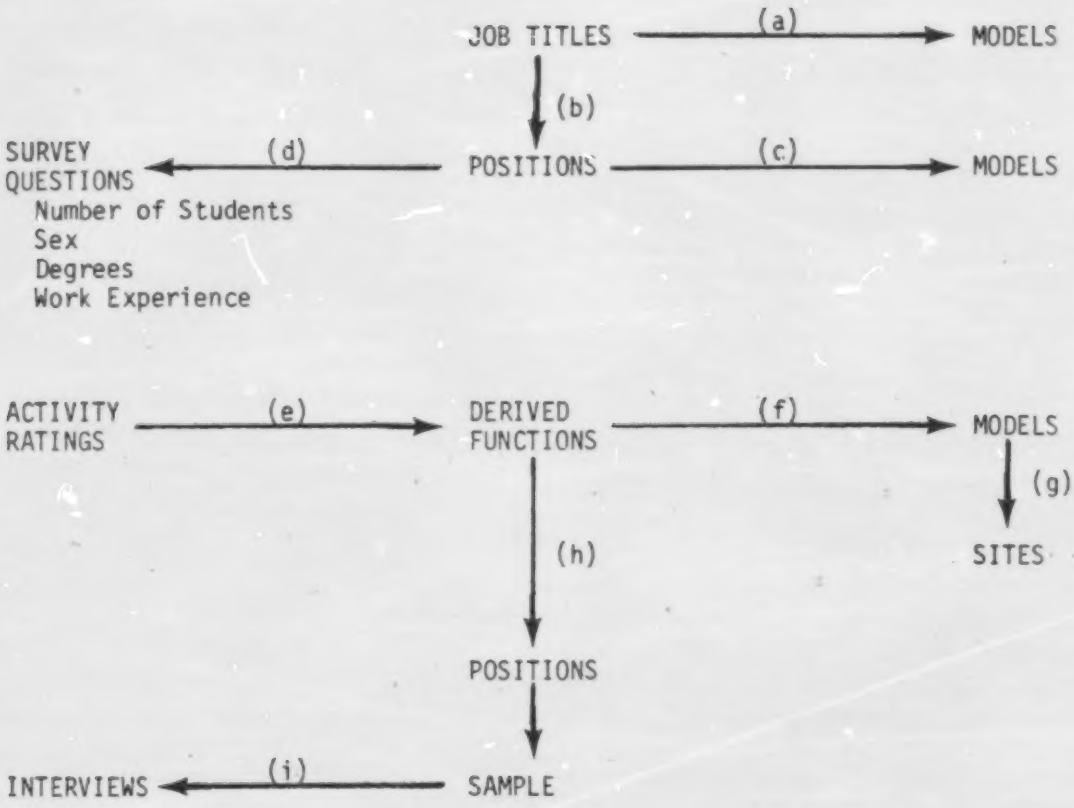

FIGURE 1

ORDER OF ANALYSIS TOPICS

1. Variability among programs is in some respects staggering. For example, staff size varies from a one-person staff (six of the 22 sites) to more than a dozen. The number of students a staff member works with regularly, as indicated by the responses, varies from five in a Florida program in which one person performs all staff roles, to 300 in connection with a large program in the Northeast in which the responding staff member performs only one major staff role. Although this example is extreme, it does illustrate the difficulty of finding commonality of staff functions across programs.

2. The representation from each of the models is somewhat uneven with regard to numbers of affiliated staff. By the time the sample is broken down into subgroups, numbers are small enough to raise a question about how representative the results may be.

3. These results derive from perceptions and judgments of the practicing staff at the schools. This is the strength of the study as well as a limitation. Findings of the study need to be compared with the perceptions of Laboratory personnel who have had substantial observational experience with EBCE programs.

DIFFERENTIATION OF STAFF TITLES AND POSITIONS

JOB TITLES

The initial request in the survey form was to "write down your job title." Titles were written by all but two respondents and the information was obtained for these two by phone calls. A rather large assortment of titles was indicated by respondents (see Table 2). The list is too long and interspersed with redundancy to be directly useful as the basis of a functional analysis.

A new set of categories was derived for this study and called "Position" as distinct from "Job Title." Each job title was assigned to one of these nine new position categories. While job titles were helpful and ordinarily decisive in assigning each of the respondents to a position category, it was not automatically assumed that the same title meant the same function or that different titles necessarily meant different functions. The objective was to arrive at a smaller and more parsimonious set of categories that would be clearly tied back to the original job titles but that would represent a more sensible breakdown for analysis. Table 3 lists the job titles and the new position categories to which the respondents were assigned.

DEFINITIONS OF POSITIONS

The positions were named as follows:

(1) LC-FWL (Learning Coordinator affiliated with the FWL model) (N = 12)
(2) Director Only (a one-person professional staff) (N = 5)
(3) Director Supervisor (N = 5)
(4) Learning Resource Coordinator (RBS model) (N = 7)
(5) Community Analyst (Community Analyst/Coordinator) (N = 4)
(6) Skills Specialist (N = 4)
(7) Learning Manager (Learning Manager/Coordinator, NWL model) (N = 7)
(8) LC-AEL (Learning Coordinator affiliated with the AEL model) (N = 12)
(9) Other (N = 3)

TABLE 2

JOB TITLE BY MODEL

	AEL	FWL	NWL	RBS	TOTAL
0 or Blank - LF (no name)					0
01 - Learning Coordinator	12	11			23
02 - Director Only	2	2	1		5
03 - Learning Coordinator/ Resource Analyst		1			1
04 - Director Supervisor		2	1	2	5
05 - Site Analyst	1				1
06 - Resource Analyst		1			1
07 - Skills Specialist		2			2
08 - Learning Manager			6		6
09 - Student Coordinator			1		1
10 - Employer Relation Coordinator			2		2
11 - Aide			1		1
12 - Career Education Coordinator				1	1
13 - Learning Resource Coordinator				5	5
14 - Math Teacher				1	1
15 - Academic Resource Center Instructor				1	1
16 - Assistant Director	1				1
17 - Staff Associate				1	1
18 - Group Facilitator				1	1
TOTAL	16	19	12	12	59

TABLE 3

JOB TITLE BY POSITION

TITLE	POSITION 1 LC-PM	2 Director Only	3 Director Supervisor	4 Learning Resource Coordinator	5 Community Analyst	6 Skills Specialist	7 Learning Manager	8 LC-AEL	9 Other	TOTAL
01: Learning Coordinator	11							12		23
02: Director Only		5								5
03: Learning Coordinator/ Resource Analyst	1									1
04: Director-Supervisor			5							5
05: Site Analyst					1					1
06: Resource Analyst					1					1
07: Skills Specialist						2				2
08: Learning Manager							6			6
09: Student Coordinator							1			1
10: Employer Relations Coordinator					2					2
11: Aide									1	1
12: Career Education Coordinator									1	1
13: Learning Resource Coordinator				5						5
14: Math Teacher						1				1
15: Academic Resource Center Instructor						1				1
16: Assistant Director									1	1
17: Staff Associate				1						1
18: Group Facilitator				1						1
TOTAL	12	5	5	7	4	4	7	12	3	59

It can be seen in Table 3 that the usual reclassification was to collapse two or more job titles into one position or to simply convert a job title into a position category. The exception was with the job title, "Learning Coordinator," which was split into two position categories: one for LCs associated with the AEL model; the other, LCs associated with the FWL model.

Position 1, LC-FWL, is made up simply of those who specified their job title as "Learning Coordinator" and who were involved in a program using the FWL model.

Position 2 indicates any Director who is a one-person staff.

Position 3, Director Supervisor, was carried with no change from the job title, as any Director who supervised staff (as contrasted with Position 2 Directors who made up a single-person staff).

Position 4, called Learning Resource Coordinator, is made up of those who call themselves "Learning Resource Coordinators" and two individuals from RBS who gave as the job title, "Staff Associate" and "Staff Facilitator," but fit best in Position 4. Position 4, thus, embraces only RBS staff members.

Position 5, Community Analyst, is made up of "Site Analysts," "Resource Analysts," and "Employer Relations Coordinators."

Position 6 is made up of two "Skills Specialists," a "math teacher" and an "Academic Resource Center Instructor" who apparently were all handling a similar role.

Position 7, Learning Manager, is composed of six "Learning Managers" and one "Student Coordinator," all from the NWL model.

Position 8, LC-AEL, represents Learning Coordinators who were involved in programs using the AEL model.

Position 9, Other, is made up of three assorted staff positions that did not seem to fit into any other category; when taken together, they do not make a meaningful position category, and data from this group will not be discussed.

Table 4 shows how the position categories are distributed among models. Although no single position cuts across all four laboratory models, three positions are represented by three laboratories; these are Director, Director Supervisor, and Community Analyst. Skills Specialist is represented by FWL and RBS. Learning Coordinator-FWL is, of course, unique to the FWL model. Learning Resource Coordinator is unique to RBS. Learning Manager is unique to NWL. Learning Coordinator-AEL is unique to AEL.

TABLE 4

POSITION BY MODEL

POSITION	MODEL				
	AEL	FWL	NWL	RBS	TOTAL
1. Learning Coordinator FWL		12			12
2. Director-Only Staff	2	2	1		5
3. Director-Supervisor		2	1	2	5
4. Learning Resource Coordinator				7	7
5. Community Analyst	1	1	2		4
6. Skills Specialist		2		2	4
7. Learning Manager			7		7
8. Learning Coordinator AEL	12				12
9. Other	1		1	1	3
TOTAL	16	19	12	12	59

The assignment to the eight positions, while somewhat arbitrary, results in a set of positions that has proved useful in attempting to describe EBCE staff tasks, activities, and functions.

DISTINCTIONS AMONG POSITIONS

Assigned Students

In Table 5 can be seen the median number of regularly assigned students that are associated with each of the positions. These values should not be taken as true medians for these positions among the total population of the EBCE staff, because it is not known to what extent the sample is representative. The rank order in magnitude, however, is probably close in indicating real differences in current practice. At one extreme, the Director-Supervisors will obviously acknowledge a larger number of students with whom they are associated than will the others. The median at the other extreme for LC-AEL is consistent with the "Brokers" description in Appendix A: "The materials and procedures are structured so that each Learning Coordinator can provide these services for up to 20 students."

Sex

Table 6 shows sex distribution by position and model. Overall, the ratio of males to females in the respondent sample is nearly even, 32:27. Notable exceptions in which the ratio is 2 or more to 1 are Learning Coordinator-FWL, Director-Supervisor, Skills Specialist, and Learning Manager, favoring the males; and Learning Coordinator-AEL favoring the females. It is clear from the distribution according to sex that if the AEL model were not included in the sample, the ratio would favor males 2 to 1.

TABLE 5

MEDIAN NUMBER OF REGULARLY ASSIGNED STUDENTS BY NUMBER

Position	Median
1. Learning Coordinator - FWL	18.5
2. Director Only	14.0
3. Director-Supervisor	54.0
4. Learning Resource Coordinator	40.2
5. Community Analyst	32.5
6. SKills Specialist	90.0
7. Learning Manager	30.0
8. Learning Coordinator - AEL	11.0

TABLE 6

SEX BY POSITION AND MODEL

POSITION	MALE (1)	FEMALE (2)	TOTAL
Learning Coordinator - FWL (Position 1)	8	4	12
Director Only (Position 2)	2	3	5
Director-Supervisor (Position 3)	4	1	5
Learning Resource Coordinator (Position 4)	4	3	7
Community Analyst (Position 5)	2	2	4
Skills Specialist (Position 6)	4	0	4
Learning Manager (Position 7)	5	2	7
Learning Coordinator - AEL (Position 8)	2	10	12
Other (Position 9)	1	2	3
TOTAL	32	27	59
MODEL			
AEL	3	13	16
FWL	13	6	19
NWL	9	3	12
RBS	7	5	12
TOTAL	32	27	59

Education

For the entire sample of 59, the mean number of years of college training was 5.4 (σ = 1.47). Mean years of college for each of the eight positions was:

	POSITIONS							
	1 LC-FWL	2 D-O	3 D-S	4 LRC	5 CA	6 SS	7 LM	8 LC-AEL
$\bar{X}$	6.3	5.3	6.0	4.8	5.2	6.2	5.3	4.8
σ	1.66	2.17	0.71	1.07	1.50	0.76	1.11	1.01

For the total sample, 28 persons had MA or MS degrees; 29, AB or BS, and one, an AA. For the eight positions, distribution between AB/BS and MA/MS was:

	POSITIONS							
	1 LC-FWL	2 D-O	3 D-S	4 LRC	5 CA	6 SS	7 LM	8 LC-AEL
AB/BS	6	2	1	5	2	0	5	9
MA/MS	6	3	4	2	2	4	2	3

Although the numbers are small, there appears to be a tendency for Directors and Skills Specialists to have more formal education than do other staff members. Some observers have suggested that LCs affiliated with the FWL model may have more education than do their counterparts with other models, and these results are consistent with the observation. Regional differences between the South and the West may account for much of the variation. Also, this result may be supportive of the Huron Institute contention that the AEL model has "broad appeal and [it is] comparatively easy for districts to begin EBCE with modest local resources," while the FWL model is "most attractive to districts

able to make a major commitment to EBCE and willing to undertake a venture which will introduce a genuine alternative program within the larger system."*

College Majors

What college majors had EBCE staffs pursued? In responding to the question, some respondents listed more than one major. For positions 1 and 8, the Learning Coordinators with FWL and AEL models, results were similar. Approximately one half pursued an English major and nearly one half majored in Social Studies; there was a scattering of majors in Math, Education, and Biology.

Director-Supervisors in the sample had majors mainly in Education and Social Studies. Three of five one-person staff directors majored in Education.

Five of seven Learning Resource Coordinators had some kind of Education major, e.g., Early Childhood, Counseling, or Student Personnel Services. Other majors mentioned by more than one were Social Science and Social Studies. Two of four Community Analysts majored in Elementary Education, the others in History, Guidance and Counseling, Social Science and Educational Psychology.

The four Skill Specialists in the sample majored in Mathematics, English Literature, Spanish, and Social Studies.

Learning Managers majored in Special Education, Business Education, English, Social Studies, and Science.

Work Experience

What kinds of work experience did respondents have prior to becoming involved in EBCE? On the survey form, they were asked to write down the number of years they had in each of three categories of educational experience: teaching, counseling, and school administration. Taken together these three categories were used to define the years of prior work in education experienced by the respondents.

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*Studying the Implementation of EBCE: Final Report on Summer, 1976 Data Collection and Analysis, Draft. The Huron Institute, November, 1976.

The experience in years is depicted in Table 7. It can be seen in the table that the median for the number of years of educational work experience is 6. The range of experience (not shown on the table) is 0 to 37. It is of more than passing interest that 53 of 59 respondents indicated they had at least two years prior work experience in education.

Table 8 shows the variation in years of work experience in education among the categories: teaching, counseling, and school administration. Teaching is far out in front of the other two education categories, except in the case of Position 4, Learning Resource Coordinator, which shows a median favoring counseling experience. This exception makes sense when reference is made to the Brokers' summary on staffing (Appendix A). Learning Resource Coordinator is the position in the RBS model referred to in Appendix A as "Counselors/Resource Coordinators -- responsible for conducting guidance groups, developing career development activities, and training community participants." Because of its emphasis in descriptions of that position, it is likely counseling experience was found to be advantageous when these staff members were selected.

Learning Managers and Learning Resource Coordinators appear to have least and the Skills Specialists and the two LC positions the most total educational experience. At the extremes in teaching experience, Skills Specialists appear to have most and Learning Resource Coordinators the least. Two of the Skills Specialists in the sample are indeed teachers. Worthy of note is that one of the Community Analysts in the sample has had 37 years experience in educational administration, while four have had either one or no years (though the four had previous jobs outside of education). Because of these extreme ranges, generalizations about differences between positions are hazardous and need collaborative information. Still, in the absence of any information on prior work experience for these groups, these data begin to fill the gap. It is obvious that EBCE staff positions are as a rule being filled by inexperienced applicants.

Useful Prior Experiences

A survey question answered with conviction by most respondents was: "What previous experiences have you had that were especially relevant or useful to you in this position?" Relevant or useful experiences were about equally divided between experiences in and outside of education for the 38 respondents representing four positions: Learning Resource Coordinator, Learning Manager, and

TABLE 7

YEARS OF EXPERIENCE IN EDUCATION

Years	Frequency	Cumulative Percent
0	5	8.5
1	1	10.2
2	6	20.3
3	5	28.8
4	1	30.5
5	6	40.7
6	5	49.2
7	5	57.6
8	2	61.0
9	5	69.5
10	4	76.3
>10	14	100.0
TOTAL	59	

TABLE 8

YEARS OF EXPERIENCE IN TEACHING, COUNSELING, AND ADMINISTRATION BY POSITION

Position	Teaching		Counseling		Administration	
	Median	Range	Median	Range	Median	Range
1 - LC-FW	5.3	3-10	1.2	0-3	0.1	0-2
2 - D-O	5.0	0-17	0.1	0-10	0.1	0-17
3 - D-S	3.8	0-11	0.2	0-10	1.0	0-5
4 - LRC	2.0	0-3	2.3	0-7	0.0	0-0
5 - CA	5.0	0-9	0.3	0-4	0.3	0-37
6 - SS	8.0	4-30	0.0	0-0	0.1	0-3
7 - LM	3.0	2-12	0.0	0-2	0.0	0-0
8 - LC-AE	7.0	0-23	0.4	0-5	0.0	0-1

the two Learning Coordinator positions. Relevant experiences in education ranged from teaching to counseling and special education experiences. Learning Resource Coordinators cited educational experiences such as "helping undergraduates adjust to the campus environment," "career information specialists," "counseling in nursing home, psychiatric hospital," "rehabilitation counseling," "writing text materials," "student teaching, counseling and therapist." In addition, they cited other work experience outside of education.

In some of the comments, the impression one gets is that those staff members who work closest with the students in their learning programs feel they have benefitted from a wide variety of experiences. It is noteworthy that very few of these jobs are being filled by very young and inexperienced people.

The following comments are indicative of viewpoints on the relevant experiences among the subsample of 38:

> "Teaching in innovative programs within the public school system reinforced a professional creativity and flexibility necessary for this kind of alternative project. Also, working in programs where the needs of the students were given priority helped to prepare me to listen carefully to students and respond accordingly."
>
> "A person working in an EBCE program should have as much previous background in as many different careers and job areas as possible. I was able to relate better to the kids' needs by understanding those careers or interests they are exploring and relating them to those I have experienced."
>
> "Experiences which have taught me to get along with all kinds of people and to be flexible, teaching English to slow learners, under-achievers, unmotivated students was 90% of my teaching career. Development of individualized developmental and remedial reading programs."
>
> "A variety of jobs outside of education."

DETERMINING DIMENSIONS OF STAFF ACTIVITIES

Method and Rationale

Little is known about what the common core staff functions may be when all four EBCE models are viewed together or about what linkages may be operating between specific staff activities of a Learning Coordinator role that is not defined a priori. The purpose of the methodology described in this section is to generate suitable dimensions that will permit examination of some of these linkages.

The method involves factor analysis for deriving factors and factor scores and resembles the task-analysis design pioneered by Hemphill in his study of business executive positions.*

Factor analysis is a statistical technique that has been useful where the intent is to find the fewest, basic dimensions that will best account for (or explain) a set of complex interrelationships. Clusters of variables can be identified that are closely associated with each other and not closely associated with variables from other clusters.

Dimensions or functions common to EBCE staff members were derived by factor analysis from activity ratings. The particular solution for defining functions is dependent upon and, therefore, limited by the particular sample of EBCE staff members who completed the survey form, by the activities scale variables contained in the survey, and by other considerations such as the degree to which respondents took seriously their responses. It was decided to limit the variables in the factor analysis to the rating scale items, since the addition of other variables such as sex, associated model, education, years of experience,

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*Hemphill, John K. "Dimensions of executive positions: a study of the positions of ninety-three business executives." Bureau of Business Research Monograph, Number 98. Ohio State University, 1960.

etc., could have a biasing effect on the solution, depending upon which extraneous variables were included. It was, however, desirable to know the relation of these other variables to the factor analysis dimensions, once the dimensions were defined. Therefore, factor scores were computed, as well as factor loadings, for use in estimating these relationships.

Activity Ratings Analyzed

For the 25 activities presented in the survey, respondents were asked to make two judgments: (1) how essential the activity was in his/her job, and (2) how much (relative) time was required to perform the activity. To reduce tedium and encourage cooperation and compliance, and to permit contrasting judgments, these two rating dimensions were presented so that they could easily be made together.

It can be seen from the pattern of means in the first two columns in Table 9 that these ratings for essentiality and time are highly correlated. (Correlation between means is .97; item correlations between the two scales average .76.) It was expected that for these activities, more time would be judged to be associated with tasks that are primary and less time associated with those tasks that are secondary or unimportant. And this tendency, combined with whatever effect was brought about by having the two scales presented simultaneously resulted in what are essentially unidimensional judgments.

Further analysis was made only for the combined ratings of essentiality plus time, since this measure was the most reliable of the three. The combination of the two scales is a sensible composite to use in connection with a major purpose of this study, that of providing a partial basis for developing inservice or preservice training programs. Both importance of the activity and time spent at it are major considerations in defining important training activities.

The Factor Analysis Procedure

Intercorrelations were computed between each rating score and every other rating score for all 59 cases. The factor analysis was carried out using Kaiser's Varimax method for achieving orthogonal factors. Seven factors were

TABLE 9

MEAN RATINGS FOR ESSENTIALITY, TIME, AND ESSENTIALITY PLUS TIME

	Essentiality	Time	Esstim
4. Help assess goals	2.8	3.3	6.1
5. Negotiate plans	2.5	2.9	5.4
6. Help implement plans	2.6	2.8	5.4
7. Monjtor progress	2.7	3.2	5.8
8. Insure documentation	2.5	2.8	5.3
9. Assign credit	2.4	2.5	4.9
10. Recruit students	2.1	2.2	4.3
11. Regularly contact community	2.4	2.8	5.2
12. Develop lesson plans	2.0	2.0	4.0
13. Coordinate community and learning	2.4	2.7	5.1
14. Train community	2.1	2.1	4.2
15. Locate materials	2.2	2.2	4.4
16. Average transportation	1.8	1.5	3.3
17. Engage parents	2.4	2.4	4.8
18. Help identify resources	2.6	2.8	5.4
19. Individual guidance	2.5	3.0	5.5
20. Group guidance	2.0	2.0	4.0
21. Teach subjects	1.8	1.7	3.5
22. Teach methods	1.9	1.9	3.8
23. Regular sessions	2.1	2.1	4.2
24. Personal counseling	2.3	2.7	5.0
25. Career counseling	2.6	2.9	5.5
26. Discipline students	2.2	2.0	4.1
27. Administer instruments	2.1	2.2	4.3
28. Interpret tests	2.1	2.0	4.0

obtained from the intercorrelations of the 25 item scores, accounting for 74% of the intercorrelation variance. The eigenvalue for the seventh factor was 1.02.

THE DERIVED FUNCTIONAL DIMENSIONS (FACTORS)

Interpretation of factors was based on loadings of .30 or above. Seventeen of the variables were unique to a single factor; six had loadings on two factors and two on three factors.

In Table 10 are listed the factor loadings above .30 for the 25 variables on seven factors.

In the section following the table, each of the factors is defined in turn. As mentioned above, a factor represents a cluster of closely related variables. To illustrate, Factor A is shown below in the form of nine activity statements, which serve to define it. Eight activities have substantial positive "loadings." Every factor loading above .30 is shown on the listing. Where a measure has a loading on another factor or factors, that loading is also shown (e.g., variable 3, Assign credit for student accomplishment, has a loading of .32 on Factor F). A loading for Factor A can be thought of as the correlation between that variable and the factor (the cluster of variables).

FACTOR A: LEARNING PROCESS MANAGEMENT

			Loading
1.	(7)	Review or monitor students' products and work in progress	.80
2.	(5)	Work with students to negotiate individualized learning plans	.76 (F .32)
3.	(9)	Assign credit for student accomplishment	.75 (F .32)
4.	(6)	Help students implement learning plans	.71
5.	(8)	Insure that student learning is properly documented	.64

TABLE 10

FACTOR LOADINGS FOR ACTIVITY SCALES*

Activity	A	B	C	D	E	F	G
1. (7) Monitor progress	80						
2. (5) Negotiate plans	76					32	
3. (9) Assign credit	75					32	
4. (6) Help implement plans	71						
5. (8) Insure documentation	64						
6. (15) Locate materials	50				40	33	
7. (11) Regularly contact community		81					
8. (16) Arrange transportation		71					
9. (13) Coordinate community and learning		66					
10. (18) Help identify resources		61					
11. (14) Train community		49					
12. (19) Individual guidance			80				
13. (24) Personal counseling			70				40
14. (25) Career counseling		50	60				
15. (4) Help assess goals	41		59			33	
16. (23) Regular sessions				76			
17. (20) Group guidance			37	68			
18. (10) Recruit students	-54			32			
19. (22) Teach methods	34				74		
20. (21) Teach subjects					70		
21. (12) Develop lesson plans					63		
22. (27) Administer instruments						92	
23. (28) Interpret tests						62	
24. (26) Discipline students							62
25. (17) Engage parents				34			61

* Only factor loadings above .29 appear. Decimals are omitted. Numbers in parentheses are item identifiers in the rating form.

		Loading
6. (15)	Help students locate instructional/ reading materials	.50 (E .40; F .33)
15. (4)	Help students assess and clarify their own needs, interests, and goals	.41 (C .59; F .33)
19. (22)	Teach methods	.34 (E .74)
18. (10)	Recruit students	-.54 (D .32)

What do the activities with the higher loadings on this factor have in common? The common thread seems to be that these activities consist of direct, individual work with students in developing, implementing, tracking, and reinforcing the course of their learning process. The key concern appears to be involvement in the planning and follow-through of the learning experiences. For one of the activities (18 -- Recruit students), there is a substantially negative correlation with this factor, substantiating the interpretation that Factor A represents a commitment to the ongoing learning process of their currently assigned cadre of students to the exclusion of other activities.

FACTOR B: COMMUNITY RESOURCES COORDINATION

		Loading
7. (11)	Regularly contact community participants in person and by phone	.81
8. (16)	Make arrangements for transportation	.71
9. (13)	Coordinate student learning activities with community resources	.66
10. (18)	Help students identify appropriate resources in the community	.61
11. (14)	Train (or develop) community participants	.49
14. (25)	Counsel students toward career choices	150 (C .60)

Another dimension that appears to be well-differentiated from the others is represented by those activities that are associated with community resources -- their development, their identification, and maintenance of community contacts on the one hand, and working with the students in arranging transportation, coordinating learning activities with the community resources and, to an extent, counseling students toward career choices, presumably in the context of the community experiences.

FACTOR C: INDIVIDUAL GUIDANCE AND COUNSELING

		Loading
12. (19)	Conduct individual guidance sessions with students	.80
13. (24)	Counsel students with personal problems	.70 (G .40)
14. (25)	Counsel students toward career choices	.60 (B .50)
15. (4)	Help students assess and clarify their own needs, interests, and goals	.59 (A .41; F .33)
17. (20)	Conduct group guidance sessions with students	.37 (D .68)

All the activities in the scale that mention guidance or counseling have substantial loadings on this factor. This is a dimension represented by responses of the four-model sample that gives individual and (to a minor degree) group counseling and guidance prominence and distinctiveness as a function.

FACTOR D: CONDUCTING GROUP SESSIONS

		Loading
16. (23)	Conduct regular sessions with an assigned group of students	.76
17. (20)	Conduct group guidance sessions with students	.68 (C .37)
25. (17)	Engage parents	.34 (G .61)
18. (10)	Recruit students	.32 (A -.54)

Although this does not appear to be a strong factor in terms of total number of activities represented, the correlations of items 16 and 17 with the factor are large. Whether a staff member considers regular or group sessions to be an essential part of the job is a question that has at least some significance for this group of staff representatives. One might surmise that the low positive loadings for engaging parents and recruiting students might indicate that those who feel group sessions are most essential in their job may be those who by assignment or self selection tend to participate in parent meetings and group recruiting sessions.

FACTOR E: TEACHING

		Loading
19. (22)	Teach methods	.74 (A .34)
20. (21)	Teach subjects	.70
21. (12)	Develop lesson plans	.63
6. (15)	Help students locate instructional/ reading materials	.40 (A .50; F .33)

Although teaching content and developing lesson plans is said not to be an emphasis among the staff members engaged directly with Experience-Based Career Education work, this group of activities did emerge as a common factor. A favored hypothesis would be that the teaching set of activities is indeed operating as a core dimension when staffs from all four EBCE models are examined together. The appearance together of these particular activities might be partially accounted for with the hypothesis that some staff members hang on to the traditional roles they played before joining these new programs. However, students probably do need to be taught how to do things, locate materials, call resources for appointments, plan projects, etc.

FACTOR F: STUDENT ASSESSMENT

			Loading
22.	(27)	Administer instruments assessing basic skills, abilities, and interests	.92
23.	(28)	Interpret results of tests to students	.62
6.	(15)	Help students locate instructional/ reading materials	.33 (A .50; E .40)
15.	(4)	Help students assess and clarify their own needs, interests, and goals	.33 (C .59; A .41)
3.	(9)	Assign credit for student accomplishment	.32 (A .75)
2.	(5)	Negotiate plans with students	.32 (A .76)

This is a function represented most prominently by activities of administering instruments, assessing skills, abilities, and interests, and interpreting these results to students. Associated activities are those of helping students clarify their needs, interests, and goals, and with student assessment carrying over into the credit assignment task. Items 6 and 2 do not appear to have much to do with assessment. An indication that they may have little meaning in the interpretation of this factor is that their loadings are relatively low (.33 and .32), and their primary loadings are on other factors.

FACTOR G: ADMINISTRATIVE TROUBLE-SHOOTING

			Loading
24.	(26)	Discipline students or handle their behavior problems	.62
25.	(17)	Engage in discussions with parents in person or by phone	.61 (D .34)
13.	(24)	Counsel students with personal problems	.40 (C .70)

This factor points to a role traditionally handled by the school principal or vice principal. It involves maintaining discipline, meeting or talking with parents and talking with students about their problems. It is a factor that may have emerged partly because of the presence in the sample of Director-Supervisor, a position equivalent to principal.

As can be seen above, meaningful definitions can rather easily be made for all seven factors,* and these definitions will prove to be useful in succeeding sections of the report.

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*A note on methodology: As indicated on page 26, the factors just described were derived using an orthogonal method. This method was preferred for its simplicity in interpreting factors and factor scores. There remained a question about whether other useful information might be obtained through estimation of correlations between factors. An oblique factor analysis was performed using the program "Oblique," (Nie, Norman H., et al, SPPS, McGraw-Hill, 1975). The seven rotated factors closely parallel those found in the orthogonal solution. Two second-order factors were derived, both bipolar. Factors A and G are positively correlated (.31) and are at opposite poles from D and F (which correlate .22). Factors E and B are correlated (.29), and are bipolar with C. Conclusion: the oblique solution in this instance is not far from orthogonal and does not add information that is useful.

THE CONCEPT OF ROLE DIMENSIONS

Factors A through G define some interesting and discrete dimensions that help provide insights on the models and staff positions. Although it could have done so if models were not at all alike, the factor analysis did not identify or regurgitate four models as factors. Instead, it defined seven functions that cut across the models.

Also, the factors could have corresponded one-to-one with the position categories if each position had consisted of the same essential activities from site to site and if positions had little overlap in essential activities. As a matter of fact, the only one-to-one correspondence between positions and factors was Position 5, Community Analyst, and Factor B, Community Coordinator. (However, there are other positions that include community coordination as a function, e.g., Learning Coordinator-AEL and Learning Resource Coordinator-RBS. See Appendix A.)

The factors, transcending models, sites, and positions as they do, may be ideal "role dimensions" that can be used to describe staff functioning for all EBCE programs. In the absence of a more useful set of role dimensions, these factors might be viewed as "core roles" for EBCE and their descriptive utility explored further.

The role dimensions or core roles have been given the following titles in accordance with the particular cluster of staff activities each represents:

A. Learning Process Management
B. Community Resource Coordination
C. Individual Guidance and Counseling
D. Conducting Group Sessions
E. Teaching
F. Student Assessment
G. Administrative Trouble-Shooting

By computing factor scores for each of the role dimensions, there is obtained an estimate of the correlation for each person with each of the factors.

The factor scores are standard scores with a mean of 0 and a standard deviation of 1.0. These scores permit the computation of correlations or of mean factor scores for any other variable identified with the person; in this study, for example, identification with a particular position, model, or site.

ROLE DIMENSIONS FOR MODELS, SITES, AND POSITIONS

Variation Between Sites and Models

Table 11 shows the results of the analysis of variance comparing between model differences with between site differences on factor scores. The belief that between-model differences exceed between-site differences is supported by analysis of the factor score variation. The F ratio is 2.0 or above with five of the seven factors. For six factors the difference is in the direction favoring the hypothesis. For the other factor, A, the difference is in the opposite direction but the F ratio is near zero (0.9).

Variation Among Models

In Figure 2 the means of activity rating scales for the four models are shown graphically for each factor. An activity rating score for a person on a factor is the sum of that person's scores on the activity items that correlate highest with the factor. The mean score of those persons affiliated with a particular model, then, becomes the value indicated on the graph. Since scores represent a combination of both essentiality and time-spent ratings, the highest possible mean score is seven and the lowest is zero. (Lowest and highest values are 0-3 on the essentiality and 0-4 on the time scale.) A score of two or less indicates little or no involvement with that activity. A three shows some involvement, four or five moderate, and six or seven high involvement with the activity. From the bar graph it is apparent that the seven functions are being carried out from a moderate to a high degree with two exceptions. The NWL model shows little involvement with E, the traditional teaching factor and the RBS model shows little involvement of the staff in

TABLE 11

COMPARISON OF BETWEEN-MODEL AND BETWEEN-SITE DIFFERENCES ON FACTOR SCORES

FACTOR	MEAN SQUARE DIFFERENCES		F	DEGREES OF FREEDOM	
	BETWEEN MODELS GREATER	WITHIN MODELS GREATER		BETWEEN	WITHIN
A		.1094	.88	3	55
B	.8157		1.98	3	55
C	1.5429		3.07[x]	3	55
D	3.5282		6.95[y]	3	55
E	.8420		2.10	3	55
F	5.8768		9.10[z]	3	55
G	.8243		2.18	3	55

[x] $p < .25$
[y] $p < .10$
[z] $p < .05$

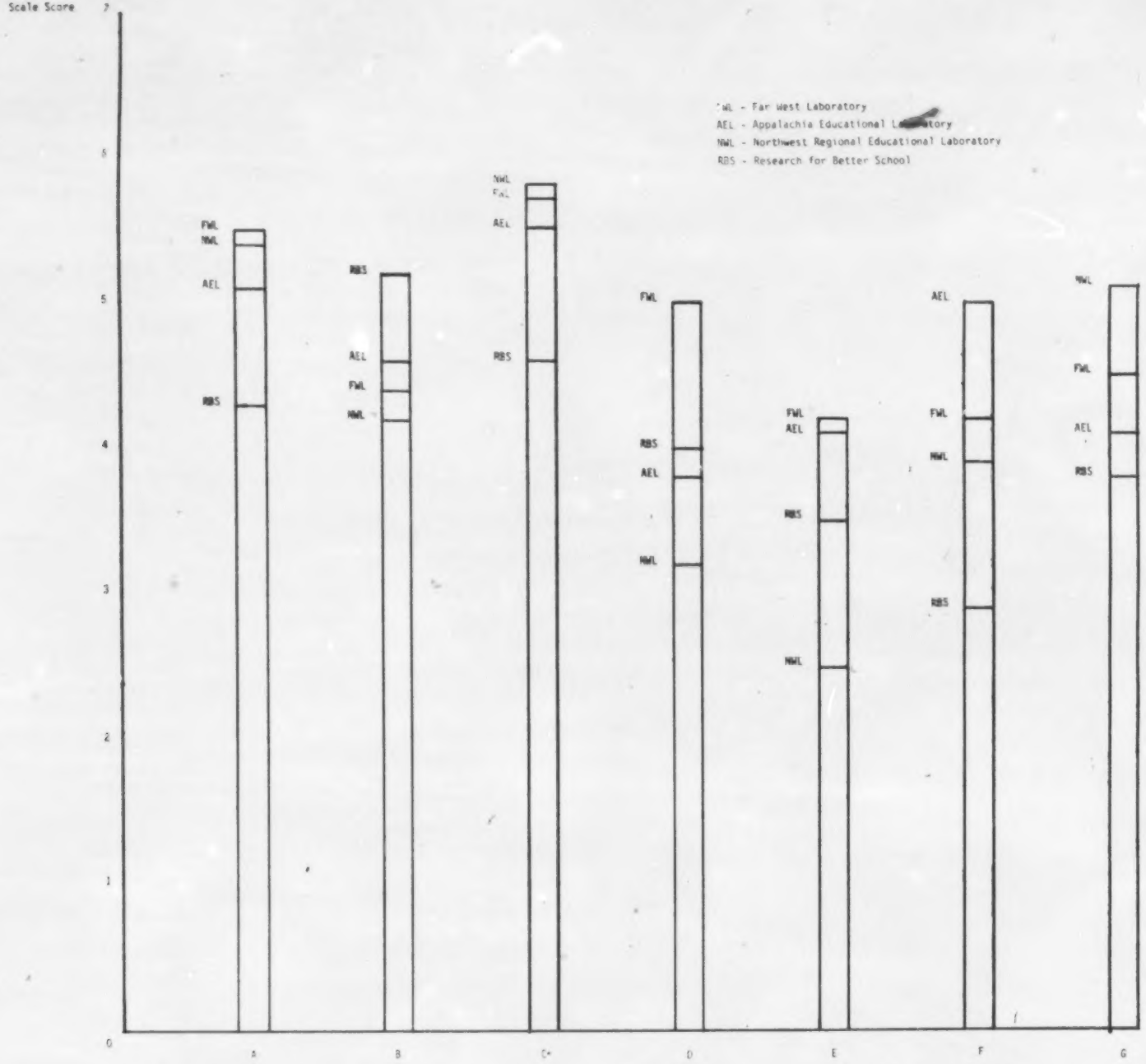

FIGURE 2: MEAN SCALE SCORE ON SEVEN FACTORS FOR FOUR MODELS

F, student assessment. It may be that for sites using the RBS model, assessment is ordinarily done by personnel external to the EBCE program staff. While there is some differentiation among models, as shown in Figure 2, there is definitely more variation among positions.

Variation Among Positions

Figure 3 shows mean scale scores for the seven factors and eight positions. There is, of course, a close association between scale scores for models and scores for certain positions, especially for those unique to one model:

1. LC-FWL
4. Learning Resource Coordinator - RBS
7. Learning Manager - NWL
8. LC-AEL

Positions that span two or more models are:

2. Director Only - AEL, FWL, NWL
3. Director Supervisor - FWL, NWL, RBS
5. Community Analyst - AEL, FWL, NWL
6. Skills Specialist - FWL, RBS

Positions 1, LC-FWL, and 7, Learning Manager, rank highest on factor score A, learning process management, which represents a role of heavy involvement with students in their planning, their learning experiences, and their evaluation. With the positions that are model-unique, 4, Learning Resource Coordinator, shows least relation to this comprehensive involvement in the learning process of individual students.

For the positions that are not model-specific, note the extreme placement of Skills Specialists and Director-Supervisors on the graph for Factor A, learning process management. Obviously, Director-Supervisors do not have the time or the direct responsibility to closely manage individual student learning. This observation on time and responsibility of Director-Supervisors also applies to Factors C, D, E, and F, all of which show them with scores lowest of all. The Skills Specialists in the sample apparently feel that they do. Among the people occupying the positions that rank highest on Factor A, there is evidently special emphasis on student planning and student educational decision-making.

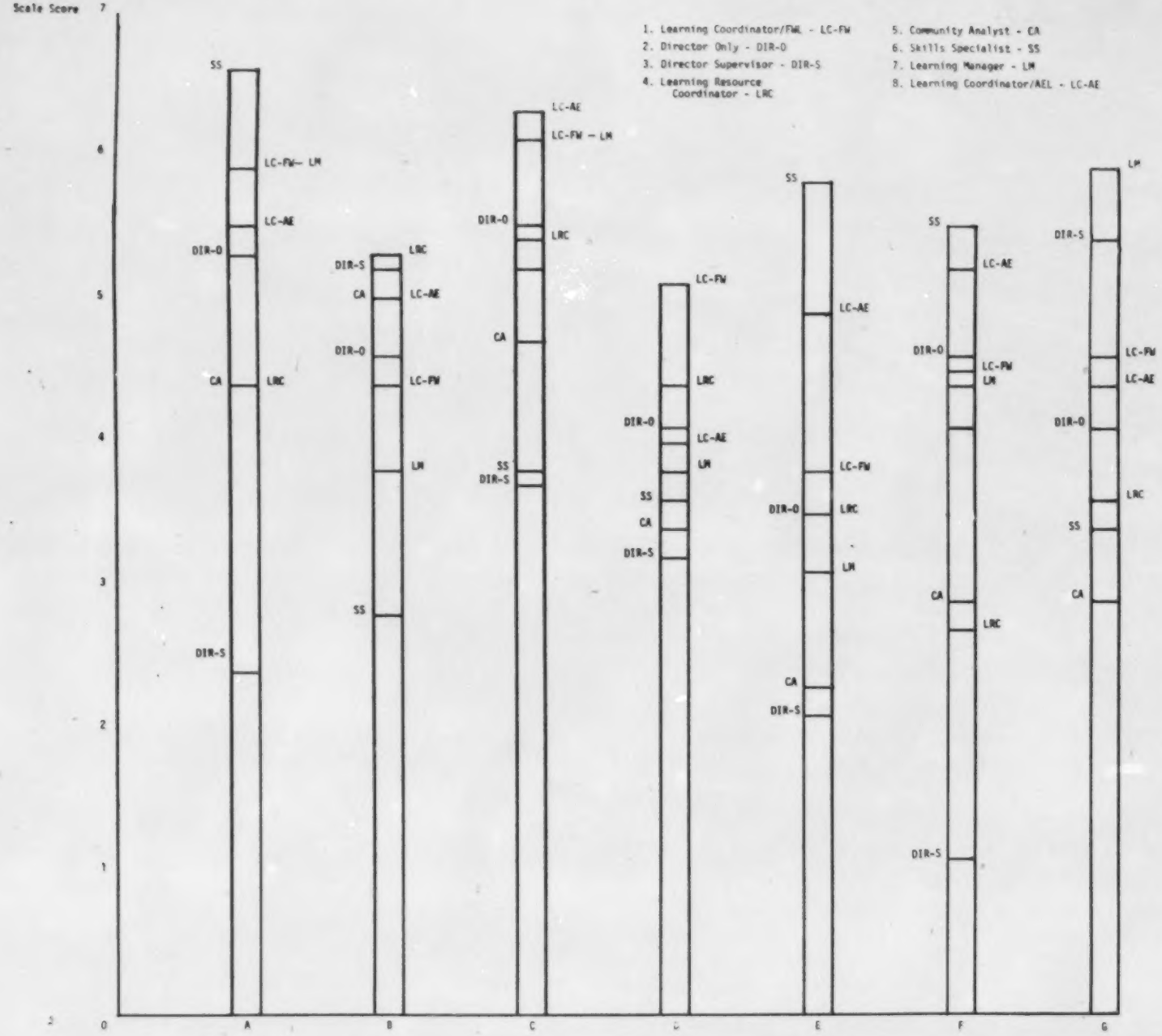

FIGURE 3: MEAN SCALE SCORES FOR SEVEN FACTORS AND EIGHT POSITIONS

For Factor B, which is community resource coordination, ranking highest among the model-specific positions are the Learning Resource Coordinators and Learning Coordinators associated with the AEL model. This function is given especially heavy emphasis in written descriptions of these positions. They appear to spend proportionately more time either in the community or communicating with community resources than do Learning Managers with the NWL model or Learning Coordinators with FWL. Community Analysts average a high score of five as expected.

The model-specific positions indicated on the right of each bar all show high scale scores on C, individual guidance and counseling. In fact, this one appears to be the most universal role of all for EBCE staffs.

At the top of the scores for D, conducting group sessions, is the Learning Coordinator - FWL position. The FWL model requires the regular meeting of advisory groups and project seminars. Least involvement, among model-specific positions, in conducting group sessions was moderate by Learning Managers and Learning Coordinators - AEL.

Teaching, represented by the E bar, has the Skills Specialists at the top. It may be recalled that two of the job titles assigned to the position were teacher titles. Among model-specific positions, Learning Coordinator - AEL was highest and Learning Manager was lowest. The indications are that Learning Managers engage in activities least like those of a traditional teacher role.

Reference to both Figure 2 and Figure 3 suggests a strong emphasis with the AEL model in F, student assessment, a formal feature of that model which includes a systematic battery of assessment devices. The Learning Resource Coordinators, in contrast, appear to engage least in student assessment activities as a part of their job. Director-Supervisors, of course, are at the extreme end of the bar.

Administrative trouble-shooting, G, besides being a prominent function of Director-Supervisors, appears to be a clear area of responsibility with Learning Managers though not with Learning Resource Coordinators. Evidently, in practice, those Learning Managers - NWL do take especially seriously the responsibility for disciplining students, having discussions with their parents, and advising on their personal problems. It should be added that for all model-specific positions, the scores indicate at least moderate involvement.

A GENERALIZED ROLE OF *LEARNING COORDINATOR*

Perhaps the most appropriate way to view the *Learning Coordinator* Role is as a superordinate role, which includes a number of specific roles in particular combinations depending on the associated model, the particular program and site, or the time period under consideration. From the study results, a fruitful approach appears to be to view the Role from two perspectives. One view would include the four positions that involve closest interaction with students: (1) Learning Coordinator - FWL, (4) Learning Resource Coordinator, (7) Learning Manager, and (8) Learning Coordinator - AEL.

The other perspective would be in terms of the roles defined by the derived factors, roles such as (a) Learning Process Management, (b) Community Coordination, (c) Individual Guidance and Counseling, etc. Several of these roles can be combined in different configurations with different models to form the generalized Role.

By viewing *Learning Coordinator* as a kind of amalgamation of those four positions (LC-FWL, LRC, LM, and LC-AE), we are able to establish an ordering of the roles derived in this study. Five of the seven factors were associated with two or more Learning Coordinator positions, i.e., with positions whose factor score means were above the total staff average on the factors. One factor, individual guidance and counseling, was associated with three *LC* positions; four, with two; and two, with one *LC* position. Based on having a positive factor score mean across at least two models, the following factors can be said to be a core set of *Learning Coordinator* roles:

1. C. Individual Guidance and Counseling
2. D. Conducting Group Sessions
3. A. Learning Process Management
4. F. Student Assessment
5. B. Community Resource Coordination.

In addition, the remaining two derived dimensions may be considered as part of the core set of roles, since (1) the activities that define them also originated from written descriptions of LCs appearing in publications by the model developers, and (2) the mean activity rating scores for these *Learning*

Coordinator positions were high enough to show involvement in the roles (see Figure 8). These latter roles are:

6. G. Administrative Trouble-Shooting
7. E. Teaching

If we consider the Role, *Learning Coordinator*, to be defined predominantly by four positions (1, 4, 7, and 8), there arises a need for further, more in-depth information about the persons who fill those positions. An opportunity for obtaining such information is provided by a series of telephone interviews that were conducted with a subsample of those participating in the survey.

There were 22 interviews, at least five representing each model. Seventeen of those interviewed filled one of the four *Learning Coordinator* positions. The other positions represented were two directors, one of each type, two Community Analysts, and one classified as "Other." Interview questions were organized around five interrelated topics: the Task, Pre-Operation, Skills and Characteristics, Desirable Experience/Training, and Role. (See Appendix C for a list of the questions used.) A qualitative summary of the comments of those interviewed follows.

NATURE OF THE TASK

A number of interview questions asked the respondents to characterize their jobs, first in general terms that epitomize the facilitator role, then in terms of day-to-day interaction with students, and finally in terms of needed skills and characteristics. From their responses, the following general features emerge:

1. *Learning Coordinators* do not teach or prescribe in the traditional sense. Rather, they "help students structure their own work, and give a lot of feedback." Most respondents explicitly note that they are "not actually doing any instructive work." (The instruction involved in tutoring basic skills is spoken of as tangential to the facilitator posture.) "I don't give them answers," one typical respondent said, "I try to get them to think of directions and answers and possible solutions."

2. "Subject material seems to be secondary." The emphasis is on helping kids learn how to learn, acquire self-confidence and self-reliance, learn how to make decisions, solve problems,

and think for themselves. The general view is that if you can get kids "turned on," awaken curiosity and a sense of self-responsibility, then "content requirements sort of fall into place." One of the characteristics frequently attributed to a poor Learning Coordinator is being "too subject-oriented."

3. The words used most often to characterize the *Learning Coordinator* Role are "guidance and counseling." "A bit of classroom management, but essentially a counseling position." The mode is consistently described as assistance, support, responsiveness, in helping students assess needs, select and plan, redirect, and in monitoring their progress. As one respondent distilled it, "you talk with them -- sort of as an ear."

4. If a *Learning Coordinator* is a "teacher," he or she teaches "self-discipline . . . self-responsibility," for the essence of the facilitator role is getting the student to do it for himself:

   - "A role of bringing kids around to accepting responsibility for themselves and what they're doing."
   - "Getting them to see that they're adults."
   - "Teach kids how to learn by themselves and for themselves."
   - "Getting students to realize that if they want to learn, it is in their hands, that they have to take the responsibility for the learning."

THE NATURE OF WORK WITH STUDENTS AS A *LEARNING COORDINATOR*

In comparing this facilitating role to that of the traditional teacher or counselor, the respondents emphasized several fundamental differences.

1. There is more interaction with students, and it is of a non-traditional nature.

   Because Learning Coordinators have more time to spend with each student, they are able to provide genuine counseling, as opposed to the kind of harried and superficial contact ("scheduling not counseling") which time and number constraints impose on the traditional counselor. They are able to "treat each student as an individual."

The relationship itself is based on "a lot of interchange" and is "more personal and more involved." There is "much closer contact," and it is more "on a friendship basis" than the conventional teacher-student relationship. Typical comments:

- "You get to know the student much better."
- "Before, I had never been able to get close enough to a kid to help him."
- "Students can identify with us more."
- "It's a different kind of respect [the kids give me] because they've gotten to know me as a person."

One summed it up thus: "It's more like a grade school teacher working with high school kids -- we're with the kids all the time, we become personally involved with them. We get to know the total individual."

2. The facilitator role is non-authoritarian. The EBCE program emphasizes self-motivation, and "sanctions" tend to be built into the structure of "adult" responsibilities and consequences. The following comments are illustrative:

   - "We don't legislate very much."
   - "We tend to negotiate more with the kids" (as opposed to telling them what to do).
   - "I don't feel nearly as much of an authority figure -- not a disciplining type role -- I'm a lot more myself than I was when I was a teacher."
   - "The authority thing -- the big stick deal -- got in the way of being close to students and knowing their needs."

   In later responding to the question about "needed characteristics and skills," the majority mentioned "the ability to relate to students as equals," to "treat them like adults."

3. There is more freedom and latitude: "more freedom to interact rather than reacting," more "latitude for trying things out." This lack of rigid structure is seen as both a challenge and a benefit.

CHARACTERISTICS AND SKILLS NEEDED BY *LEARNING COORDINATORS*

The respondents felt that while some skills can be acquired for the job, certain personal characteristics, qualities, or traits are essential:

1. Flexibility is the characteristic most frequently mentioned. Essentially a frame of mind implying some coping skills, it is defined as "open-minded," not rigid, "not tied to tradition too much," tolerant, "open to different ideas"; as one respondent phrased it, "some trust and some willingness to relinquish."

2. It also means being light on one's feet, "able to make adjustments constantly," able to "adapt readily to individuals and situations," having a high tolerance for ambiguity, "able to reorganize."

   This flexibility is considered essential for being able to deal with each student as a unique individual, and for being responsive rather then prescriptive.

2. The facilitator role requires a certain commitment: a genuine concern for young people (majority used the word "concerned"), "caring and patience." The *Learning Coordinator* should be "more interested in students than in subject matter," and "willing to give many times above and beyond."

3. Breadth of knowledge and interest is highly desirable, if not essential. *Learning Coordinators* need a "broad background regarding academics, not just one discipline," a "pretty good understanding of a variety of subject areas," "expertise other than just the field pursued in school." They should have a "broad interest in many things and know how to learn." Highly important is curiosity, being an active learner.

4. They need good interpersonal skills. Should be good at "dealing directly with people one-to-one," "at confronting without alienating." Should also have "group dynamics skills," and the "capacity to work intimately with students on a close basis."

5. Finally, the *Learning Coordinator* needs a fairly healthy ego: "personal strength -- secure in oneself -- pretty well put together." Facilitators should be "honest with themselves and the students," both "assertive and patient," "not self-centered"; in short, "a pretty strong healthy adult role model."

When asked the characteristics of "unsuccessful" *Learning Coordinators*, the respondents cited the opposite of those listed above. They include: "very traditional" or "too traditional," very subject-oriented, inflexible, non-caring, impatient, domineering, judgmental, authoritarian, rigid, unable to adapt, needing "very tight organization" and "lots of structure."

RELEVANT WORK EXPERIENCES

A "broad background in the working community" is considered by most respondents a prerequisite to being an effective *Learning Coordinator*. As one put it: "We're trying to mix education with the community, so it would really help if you had experiences other than education. For example, I've been a journalist and a laborer in a coal mine, I've been on a railroad section gang, a passenger service supervisor with United Airlines, and a teacher." Another explained: "I've used everything I've ever done." The *Learning Coordinator* should be "somebody who's been around." Those with narrow or sparse knowledge of the working community considered it a handicap.

This variety of work experience helps in two ways: (1) one needs to know what the working world is really like in order to effectively counsel students and help them plan experience-based learning programs; (2) in working with resources in the community one needs "a feel for public relations," the ability to "relate to people from all walks of life," especially those from business and industry.

Accordingly, those jobs that develop interpersonal skills or that require "dealing with the public" were cited as most useful. Also viewed as valuable were experiences in service or alternative programs that require one-to-one interaction.

RELEVANT EDUCATION AND TRAINING

The majority of respondents believe that, given certain personal traits (e.g., flexibility) which probably cannot be taught, the *Learning Coordinator* role does require some training. Most believe they could have been better prepared for the role in terms of skills and techniques, that there were things they did not know how to do or wished they could do better. Those most frequently mentioned center around an initial "lack in counseling skills." A typical statement: "I wish I'd worked more with groups in guidance and counseling and knew more about interpersonal relations." Some felt they should have taken more psychology and sociology.

While some felt that certain courses had helped prepare them (e.g., "Ed. Psych was very good for this"), the majority expressed a general need for "a course taught for EBCE Learning Coordinators" or "a course geared specifically for EBCE."

Particularly stressed was the need for inservice training primarily of two types:

1. First an "internship" of some kind (recommended lengths varied from two to five weeks) "in a functioning EBCE program." One needs to "actually see what's happening, rather than just being told what's going to happen." One should "actually spend time with those already doing it -- follow an LC around, observe techniques . . . "

2. Then there should be "on-going workshops and inservice things." Examples of topics or skills mentioned for such workshops were: group dynamics, drug abuse, values clarification, and reality testing.

ATTITUDES CONCERNING THE *LEARNING COORDINATOR* ROLE

Several questions were aimed at finding out how *Learning Coordinators* feel about their role -- how satisfying, frustrating, what they like best and least about it, whether it has lived up to their expectations or had any effect on their future plans, and the like. The answers expressed a high level of enthusiasm about the role.

Most appealing/rewarding aspects: all respondents mentioned two aspects that made the role most worthwhile for them: (1) the EBCE kind of individualization -- the close personal interaction with students, relating to them more as equals, as adults, and getting to know the total person; and (2) observing student growth -- academic, social, personal -- "seeing them really acting more mature," seeing "kids succeed and turn on, gain confidence and independence," observing "a big improvement in self-image and assertiveness," and so on. Several mentioned the relative freedom and latitude in choosing or devising strategies to meet particular needs as they arise, freedom to use one's best judgment.

Unappealing/unrewarding aspects: most frequently mentioned was the "heavy work load" and the long hours. Others mentioned a variety of things, from too much paper work to uncommitted colleagues. About a third of the respondents claimed no dislikes, answering "not really" or "there aren't any."

CONCLUSIONS

Conclusions from the study are presented in terms of the three purposes stated in the introduction:

1. To provide a detailed functional description of the *Learning Coordinator* role that spans four models.
2. To provide an empirical basis upon which to plan and design training programs for the *LC* role.
3. To provide a basis for developing guidelines for selecting prospective staff members to serve in the role of *LC*.

PROVIDE A FUNCTIONAL DESCRIPTION OF THE *LEARNING COORDINATOR* ROLE

Is there a *Learning Coordinator* role that can be identified across four EBCE models and perhaps extended to other experiential education programs as well? The answer is yes, based on the commonality of staff functions found in the programs studied. A "role" is defined by Sarbin and Allen* as an organized set of behaviors belonging to an identifiable office or position. In the case of *Learning Coordinator*, definition of the role is not a simple one.

Core Functions

It was concluded that the most appropriate way to view and describe the *Learning Coordinator* role is as a superordinate role, which includes a number of specific roles, or core functions, in particular combinations depending on the associated model or the particular program and site. Based on the fact that each of the seven factors derived in the study pervades, in different

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*Sarbin, T.R., and V.L. Allen. "Role Theory" in G. Lindzey and E. Aronson, eds., The Handbook of Social Psychology, Second Edition. Volume I. Addison-Wesley, Reading, Massachusetts, 1968, pp. 488-567.

degrees, programs in all four models; taken together they can be said to be a "core" set of *Learning Coordinator* functions:

A. Learning Process Management: review or monitor students' products and work in progress; work with students to negotiate individualized learning plans; assign credit for student accomplishment; help students implement learning plans; insure that student learning is properly documented; help students locate instructional/reading materials.

B. Community Resources Coordination: regularly contact community participants in person and by phone; make arrangements for transportation; coordinate student learning activities with community resources; help students identify appropriate resources in the community; train (or develop) community participants.

C. Individual Guidance and Counseling: conduct individual guidance sessions with students; counsel students with personal problems; counsel students toward career choices; help students assess and clarify their own needs, interests, and goals.

D. Conducting Group Sessions: conduct regular sessions with an assigned group of students; conduct group guidance sessions with students; engage in discussions with parents in person and by phone.

E. Teaching: teach methods; teach subjects, develop lesson plans; help students locate instructional/reading materials.

F. Student Assessment: administer instruments assessing basic skills, abilities, and interests; interpret results of tests to students.

G. Administrative Trouble-Shooting: discipline or handle their behavior problems, engage in discussions with parents in person or by phone; counsel students with personal problems.

Models, Sites, and Positions

1. Results of the functional analysis describing differences that occur in practice between models and between positions are consistent with information contained in published descriptive materials on the four models. From analysis of the core functions derived in the study, there appears to be more variation between models than there is between programs within models.

2. Eight positions can be identified that account for a much larger set of job titles found in EBCE programs. Of these eight positions, one from each model can be considered as representative of the generic *Learning Coordinator* role. The positions are Learning Coordinator - FWL model, Learning Manager - NWL model, Learning Resource Coordinator - RBS model, and Learning Coordinator - AEL model.

3. In practice, many staff members who fill different positions play similar roles. Conversely, many staff members who have similar job titles or positions play different roles. Staff positions are as a rule being filled by applicants who have had considerable work experience of one kind or another. The median number of years of educational work experience in the sample studied was six. A strong and varied background of prior experiences is helpful for the EBCE staff jobs.

Practitioner Descriptions of the *LC* Role

Further description came from interviews, mainly with those EBCE practitioners who filled one of the four *Learning Coordinator* type positions. This description appears in the text and focuses on the topics: the nature of the LC task, working with students as an LC, characteristics and skills needed by LCs, relevant work experiences, relevant education and training, and attitudes of these practitioners toward the LC role. Major conclusions from these interviews are as follows:

1. Definition of the LC role includes involvement with multiple functions, i.e., not just teaching or not just counseling, etc.; working with students individually and in groups on planning individualized learning programs and achieving personalized learning experiences; and coordinating activities in the community with academic learning. The emphasis is on helping kids learn how to learn, acquire self-confidence and self-reliance, learn how to make decisions, solve problems, and think for themselves. Much of the approach consists of assistance, support, responsiveness in helping students assess needs, select and plan, redirect; and of monitoring their progress. The crucial element of the teaching is getting the students to do it for themselves, getting them to realize that if they want to learn, it is in their hands, that they have to take the responsibility for the learning.

   Thus, while the descriptions of LC functions are consistent with those expressed by the seven factors, the qualitative emphasis given by the interviewees gives highest priority

to Guidance and Counseling (individually and in groups), Learning Process Management, and Community Resources Coordination.

2. The *learning coordinator* role is perceived as a unique and essentially new educational position for which some form of special preparation is needed.

3. Some important features of that preparation or training are that it should: (a) be experiential, focusing on learning by doing, primarily through in-service activities in operating programs; (b) include pre-service training to the extent that such is possible and useful; e.g., course designed especially for facilitators in action learning programs; (c) provide a variety of guidance and counseling skills, from problem-solving and values clarification to career counseling, including skills in group dynamics.

4. Based on the interviewees' descriptions of LC tasks and specifications of needed skills and characteristics (see criteria for selection below), a few carefully selected *LC*s and developers should be consulted in more depth during the development of *LC* training materials.

PROVIDE A BASIS FOR PLANNING TRAINING PROGRAMS FOR *LEARNING COORDINATORS*

For the purpose of designing pre-service or in-service training programs, making use of the seven factors or core functions just described appears to be the most appropriate base upon which to start. These key functions have been shown to be involved in staff roles for all EBCE models and represent staff activities considered to be essential by those filling positions that fit the general *Learning Coordinator* concept. In reviewing the items associated with each factor, a fairly comprehensive coverage of activities is apparent. It seems possible, in fact, to organize an effort to develop staff training around the seven factors by further defining the pertinent items per factor; preparing staff development objectives; comparing these derived objectives with existing associated objectives from staff development projects, from experiential education literature, etc.; developing priority lists, and then pilot testing them with important constituencies. Then preliminary development could begin. Each factor, e.g., Learning Process Management, Individual Guidance and Counseling,

Conducting Group Sessions, etc., might be one way of organizing units, booklets, or whatever materials are organized.

Another possible way of preparing training materials for the *Learning Coordinator* role is by using a different set of organizers that somewhat overlaps the defined core roles. For example:

1. Individualization of instruction: differentiated pacing, differentiated materials, resources, activities, procedures, etc., and differentiated objectives. Making use of various combinations of the three aspects of individualization is a highly desirable skill and much needed by *LC*s in working with students of varying readiness levels.

2. Instructional Decision-Making: how to work with students in advancing them toward individual responsibility, decision-making wisdom, personal accountability, involving parents, reconciling student interests with LEA requirements or district policy, etc.

3. Use of Resources: resource people, organizations, community groups and agencies, printed materials, libraries, ERIC, programmed materials, learning laboratories, how to help students make optimum use of various kinds of resources (listening, observation, note-taking, summarizing, analysis, and synthesis, evaluating, etc.).

4. Evaluation and Assessment: (similar to Factor F), student assessment, instruments, test interpretations, matching student character with materials and learning styles, evaluating student work, critiquing work with students, judging progress, record keeping, reporting outcomes, etc. (This set of skills permits the *LC* to be accountable.)

5. Administrative: (similar to Factor G), the factors and their associated definitional tasks represent an important source of empirical data from which to begin the design of staff development materials.

From descriptions and perceptions of the LCs who were interviewed, as noted above, conclusions can be made about the focus, approach, and content of the training.

1. Emphasis in both pre-service and in-service training programs should be given to facilitating the process of role change that appears to be a problem for many in adapting to the LC role.

2. Since experiences in the work world and in the community are an essential part of student learning in these programs, training should include some experiential learning directly with resources in the field. There should be some mix of traditional training activities with community-based experience.

3. Likewise, since clarification of values is part of the student agenda, *LC*s need to go through the process of examining their own value systems. Provision should be made for learning about personal and social values of work.

4. Training should include opportunity for some one-on-one interaction.

5. Among skills and techniques in which training is most needed are those associated with personal counseling and guidance counseling, both individually and in groups. Such skills must be geared toward the fact that the content of counseling will often be out-of-school activities.

6. Internships, varying from two to five weeks, are recommended in functioning experiential education programs. Trainees should spend time with *Learning Coordinators* observe techniques, and participate where possible.

7. Training should include workshops on such topics as group dynamics, reality testing, drug abuse, and values clarification.

A number of criteria are suggested in the next section for selecting *Learning Coordinators*. These criteria refer to characteristics that would be advantageous for an *LC* applicant to have. The selection criteria should be examined for use in defining some of the objectives for curriculum development. Some characteristics will serve as a legitimate focus for a staff development program; others, of course, will not be amenable to training.

PROVIDING A BASIS FOR SELECTING *LEARNING COORDINATORS*

A review of responses to the survey questions, comments in the interviews, and relevant materials disseminated by EBCE develoeprs suggests that considerable agreement exists on desirable characteristics that LCs should have. A preliminary set of selection criteria can be formulated, with a recognition that further study on selection should follow.

Prospective *Learning Coordinators* should:

1. Have the ability to adapt readily to individuals and situations, be able to reorganize, be open to different ideas and not be overly tied to tradition, be flexible;

2. Have a broad background in academics, not just in one discipline, a variety of interests, well-read, broad range of subjects and issues, on-going interest in the acquisition and application of knowledge, ability to help students plan and pursue projects in varied areas, be a generalist;

3. Have had a wide variety of job experiences or career ventures;

4. Have a certain commitment; a genuine concern for young people; enjoyment in working interactively with them;

5. Have good interpersonal skills, ability to deal directly with people one-to-one and "confront without alienating," ability to communicate well and have superior interpersonal skills with both students and colleagues, including with a diversity of volunteers from the community, and with parents;

6. Be a good adult role model, emotionally mature, fairly self-contained, have a fairly healthy ego, personal strength, security in self.

7. Be oriented toward the community, familiar with the area, community in which work will be done, have some knowledge of the nature of the resources, the nature of the tasks of resource persons and organizations, special site restrictions, possible learning opportunities;

8. Ability to work in pressure situations have a willingness to work long hours and overtime when necessary, to do paper work;

9. Special competence in at least one subject area, and skills in helping students acquire knowledge in language arts, mathematics, social sciences, and science.

10. Have a developed philosophy of teaching and learning but also should be ready to entertain other viewpoints;

11. Not appear to be too traditional or too subject-oriented, non-caring about students, impatient, domineering, authoritarian, rigid, needing a tight organization and lots of structure.

12. Be able to negotiate with students, know how to ask questions, demonstrate willingness to use the inquiry process as a primary mode of instruction, have some knowledge of role-play and simulation techniques;

13. Ability to work with and understand the language, behavior, and ideas of teenagers, communicate with them, and respond to their needs, practical understanding and appreciation of young people's values, styles, and personality dynamics, ability to relate to students as equals, to treat them like adults;

14. Be a good organizer of time and materials;

15. Be experienced in using assessment techniques, including achievement, skills, and interests; be able to assess individual learning styles and develop instructional strategies to accommodate them;

16. Have had experience in individualized programs as well as programs using a variety of teaching styles, including traditional teaching; have worked in programs that emphasized responsiveness to student needs and interests;

17. Have ability to conduct both one-to-one and small group guidance and instruction;

18. Have experience working with adolescents from diverse ethnic and socio-economic backgrounds; and

19. Have some background in counseling.

Conclusions of the study relating both to training and selection of *LC*s are limited by the essentially descriptive methodology. Further research is needed to determine what characteristics are associated with effective performance on the job for practicing *Learning Coordinators*. It is evident that there is some variation in *LC* roles between models. The variation has been defined in terms of factors or functions, which may serve as principal dimensions on which to study *LC* effectiveness in the context of particular models and programs.

Staffing Considerations*

This area is concerned with identifying the responsibilities, roles and numbers of staff needed for effective delivery of the EBCE program.

Appalachia Educational Laboratory

AEL/EBCE is based on a unitary staff role, rather than use of various staff specialists. Within AEL's program, learning coordinators have full and direct responsibility for developing, maintaining, evaluating and updating all aspects of a student's learning program, both career and academic. The materials and procedures are structured so that each learning coordinator can provide these services for up to 20 students.

An experience site recruitment and analysis capability is also required; however, experience has shown that this role can be adequately performed by the learning coordinators on an ongoing basis, once the program is underway.

Access to a school counselor to handle special counseling needs and/or group counseling sessions is important.

Administrative supervision can generally be provided by a "lead" learning coordinator in most EBCE programs. This individual can also be responsible for ongoing visits to experience sites and for carrying out the guidance/counseling functions to the degree that they are an integral part of student program planning and decision making (e.g., self-assessment of career aptitudes).

Far West Laboratory

Experience has shown that FWL/EBCE can be staffed at the same staff/student ratio as is used in a comprehensive high school program. While staffing patterns vary from district to district, the following staff functions are necessary:

1. learning coordinator--responsible for coordinating the students' total learning program (each LC works with between 20-30 students)
2. resource analyst--responsible for recruiting, analyzing and maintaining the pool of resources
3. director--administrative coordinator and staff supervisor
4. skills specialist--coordinates individualized supplementary activities such as tutorials, workshops and instructional materials

These functions can be combined in various ways depending on the size of the program and needs of the district. At one site, the program director is also the resource analyst. At another, learning coordinators share the skills specialist function. At another, learning coordinators share responsibility for helping students plan acceptable projects with regular academic faculty who retain authority for credit assignment within their discipline.

*A comparison of four experience-based career education programs. Education and Work Program, National Institute of Education, U.S. Department of Health, Education, and Welfare, 1976.

Northwest Regional Educational Laboratory

In NWREL/EBCE, staff function more as facilitators or managers of learning than as instructors. They supervise the lay "teacher" role filled by community resource people and help students plan individualized programs of study.

An EBCE staff may vary from program to program but essentially includes individuals to administer the program and provide team leadership; work directly with students to develop and monitor individual learning plans; recruit, develop and maintain community sites for student learning; locate people, places and materials that may be used by students as learning resources; and coordinate various student services, including assessment and guidance.

These staff roles may have various titles. In the original model, staff have included program administrator, learning manager (LM), employer relations specialist (ERS), learning resource specialist (LRS) and student coordinator. Many districts now implementing the program are combining the roles in new ways--an LM/ERS, for example, or LM/student coordinator.

In NWREL/EBCE, each LM has been working effectively with approximately 30 students. Each ERS has been maintaining 50-60 learning sites and monitoring the learning activities of the students who choose those sites.

Research for Better Schools

The RBS model emphasizes the use of existing school staff with some restructuring of traditional staffing patterns to fill the following EBCE roles:

1. program administrator--managing the program; maintaining relations with the host school, parents and students; providing leadership

2. ARC teachers--responsible for instruction in the Academic Resource Center

3. ARC aides--providing clerical support for the ARC teachers, maintaining student files, scoring student workbooks and organizing materials and equipment for use

4. counselors/resource coordinators--responsible for conducting guidance groups, developing career development activities and training community participants

EBCE requires personnel who will be skilled in working with resource sites and people, counseling students individually and in groups and facilitating learning, rather than serving as "teachers." With adequate orientation and training, existing school staff have been able to restructure their roles to meet program needs.

APPENDIX B

SURVEY OF EBCE STAFF ROLES

1. Your title or job description in the program:

_____

2. During this last spring:

Were you assigned a particular group of students? ☐
or
Did you work with all the students in the program? ☐
or
Did you work with two or three different groups of students? ☐
or
Other _____ ☐

3. How many students (approximately) were you working with regularly? _____

The following is a partial list of activities in which staff members in various EBCE programs engage. Please mark the activities below according to how they relate to your work this past semester. Under each activity, mark "Primary" if the task is an essential part of your job, "Secondary" if the task is a less important part of your job, and leave it blank if it is not an essential part of your job. To the right of each statement, indicate the relative amount of time you spend on the task by circling the appropriate number.

	Little or No Time	Some Time	Moderate Amount of Time	Large Portion of Time
4. Help students assess and clarify their own needs, interests, and goals. Primary ☐ Secondary ☐	1	2	3	4
5. Work with students to negotiate individualized learning plans. Primary ☐ Secondary ☐	1	2	3	4
6. Help students implement learning plans. Primary ☐ Secondary ☐	1	2	3	4
7. Review or monitor students' products and work in progress. Primary ☐ Secondary ☐	1	2	3	4
8. Ensure that student learning is properly documented. Primary ☐ Secondary ☐	1	2	3	4
9. Assign credit for student accomplishment. Primary ☐ Secondary ☐	1	2	3	4

	Little or No Time	Some Time	Moderate Amount of Time	Large Portion of Time
10. Recruit students. Primary ☐ Secondary ☐	1	2	3	4
11. Regularly contact community participants in person and by phone. Primary ☐ Secondary ☐	1	2	3	4
12. Develop lesson plans. Primary ☐ Secondary ☐	1	2	3	4
13. Coordinate student learning activities with community resources. Primary ☐ Secondary ☐	1	2	3	4
14. Train (or develop) community participants. Primary ☐ Secondary ☐	1	2	3	4
15. Help students locate instructional/reading materials. Primary ☐ Secondary ☐	1	2	3	4
16. Make arrangements for transportation. Primary ☐ Secondary ☐	1	2	3	4
17. Engage in discussions with parents in person and by phone. Primary ☐ Secondary ☐	1	2	3	4
18. Help students identify appropriate resources in the community. Primary ☐ Secondary ☐	1	2	3	4
19. Conduct individual guidance sessions with students. Primary ☐ Secondary ☐	1	2	3	4
20. Conduct group guidance sessions with students. Primary ☐ Secondary ☐	1	2	3	4
21. Teach subjects. Primary ☐ Secondary ☐	1	2	3	4
22. Teach methods. Primary ☐ Secondary ☐	1	2	3	4

	Little or No Time	Some Time	Moderate Amount of Time	Large Portion of Time
23. Conduct regular sessions with an assigned group of students (i.e., meet regularly with students in a group). Primary ☐ Secondary ☐	1	2	3	4
24. Counsel students with personal problems. Primary ☐ Secondary ☐	1	2	3	4
25. Counsel students toward career choices. Primary ☐ Secondary ☐	1	2	3	4
26. Discipline students or handle their behavior problems. Primary ☐ Secondary ☐	1	2	3	4
27. Administer instruments assessing basic skills, abilities, and interests. Primary ☐ Secondary ☐	1	2	3	4
28. Interpret results of tests to students. Primary ☐ Secondary ☐	1	2	3	4

Other significant activities you wish to mention:

29. _____ _____ Primary ☐ Secondary ☐	1	2	3	4
30. _____ _____ _____ Primary ☐ Secondary ☐	1	2	3	4
31. _____ _____ Primary ☐ Secondary ☐	1	2	3	4

32. Numbers of years of college _____

33. Degrees held: _____

_____

_____

34. Majors: _____

_____

_____

35. Other education or training: _____

_____

_____

36. Please indicate the kinds of jobs you have had and the number of years in each.

Type of Job	Have Done	Number of Years
Teaching	☐	_____
Counseling	☐	_____
School administration	☐	_____
Other kinds of jobs (please specify):		
a. _____	☐	_____
b. _____	☐	_____
c. _____	☐	_____

37. What previous experiences have you had that were especially relevant or useful to you in this position?

_____

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APPENDIX C

LEARNING FACILITATOR INTERVIEW

THE TASK

1. How would you describe your job? How long have you been at it?
2. What other titles would you give it?
3. Does the way you interact with students differ from the traditional teacher or counselor role? In what way?

THE OPERATION

4. How would you classify your work load? Light, average for school position, heavy, impossible? What makes it so?
5. What kinds of problems with students do you commonly encounter and deal with?
6. For these kinds of problems, which things tend to work and which do not tend to work?
7. What have you been able to accomplish with students in the EBCE program?
8. What are the most difficult aspects of handling your job?

SKILLS AND CHARACTERISTICS

9. What kinds of skills are necessary for this job?
10. What are some of the characteristics of those who appear to be successful?
11. What are some of the characteristics of those who appear to be less successful?

DESIRABLE EXPERIENCE/TRAINING

Now I'm going to ask you about the kinds of work experience and the kinds of formal training you feel are desireable for the EBCE job. First I'll ask you about work experience.

12. What kind of work experience do you wish you had had to help you for your EBCE job?
13. What do you wish you had had in the way of education or special training for handling this job?

14. For working directly with students, what kinds of <u>past experience</u> should be most helpful as preparation? Past training?
15. For working directly with community resources, what kinds of <u>past experience</u> should be most helpful as preparation? Past training?
16. Where do you think it would be most useful to get that training? How? Correspondence? Night school? Preservice? Through on the job training or internship? For credit?, etc.

ROLE

17. What kinds of assistance or support do you think would be (or would have been) helpful to you in your job? Do these needs change as you become more familiar with the role?
18. What motivated you to participate in the EBCE program?
19. What are some of the appealing/rewarding aspects of your work?
20. Unappealing aspects?
21. What are your own future occupational plans? What influence has participation in EBCE had on your future occupational plans?
22. Has the role lived up to your expectations? Why? Why not?